

mpangos conquered...

1900 hikers make top on 50th anniversary

ABOUT 1900 HIKERS reached the top of Mount Timpanog Saturday, it was estimated.

The record high was in 1958 when 2,200 persons attended the summit.

THE HIKE was probably one of the safest hikes in the area. It was patrolled by Salt Lake and Utah County Jeep Horse Poses. There were only a few accidents reported the base first aid station, and only one stretcher case.

Most of the hikers scaled the summit by going around north end of the high promontory above Emerald Lake. The ancient glacier, a familiar setting to the Timp Hike, is nearly obliterated due to the drought. The glacier now fills the cliff-walled gorge between Emerald Lake and the summit.

FRIDAY EVENING at pre-hike ceremonies at Aspen Grove, C. E. McClellan, Logan, 86, was twice honored as the oldest man present and as one of five survivors of the first alpine hike 50 years ago.

Dr. C. J. Hart, veteran chairman of the hike, was presented with a plaque by the Forest Service, and a Timp Hike pin and an easy chair. If the latter was a subtle hint that should lessen his enthusiasm for the Timp hike, it failed to cause Dr. Hart was on the glacier Saturday.

AWARD FOR COMING the longest distance went to Young, Sidney, Australia. Gold cups, originally presented Friday to survivors, were on display. Professor McClellan, Sam Baird, Margaret Davis, Cynthia Roberts of Los Angeles, widow of the late Eugene Roberts, founder of the hike, and Hyrum Smith, Salt Lake City, all survivors of the first hike were given Timp sticks.

A TIMP STICK was given also to Floyd Iverson, regional forester, who Friday night announced the creation of Mount Timpanog scenic area.

The large scale map of Mount Timpanog with location of a proposed new trail along the west, northern and southern slopes of the mountain was on display Saturday at Aspen Grove.

PRESENTATION of a gold loving cup to each participant and individual reminiscences were highlights of a 50th anniversary picnic held Friday for the members of the original Timpanog hike celebrating its 50th anniversary this year.

The luncheon took place at Brigham Young University honored the eight original members who made the Timp hike some 50 years ago. Dr. C. J. Hart acted as master of ceremonies.

Forstner presents concert

EARL FORSTNER, internationally known piano virtuoso, composer, conductor and member of the music faculty at BYU presented a concert last night in the Joseph Smith Auditorium.

Forstner has appeared throughout the United States playing Town Hall in New York, Carnegie Hall in New York, and the Library of Congress. As a soloist, he has been described as "a pianist of a pianist," a thoroughgoing technician, a thoroughgoing perfectionist in the art of playing.

REMARKS DIRECTOR of the Cologne Opera Company and the Eastman School of Music workshop, Mr. Forstner was a member of the summer Music Festival at Tanglewood for eight years before coming to BYU in 1951.

He has collaborated with

such artists as Henri Temianka, Igor Corin, Heide Traubel, and Uta Graf, and such quartets as the Paganini, Roth, Phillips, Modern Art and Walden.

HIS ORCHESTRAL WORKS have been widely performed in the United States and throughout the area. Major musical organizations, such as the Paganini Quartet, have performed his works with high praise for the superior caliber of his compositions.

Mr. Forstner began the program last night with variations of Beethoven and followed this with "Sonata No. 3 in A minor" by Prokofiev to commemorate the 70th anniversary of the composer's birth. He concluded with several numbers from the standard repertoire of Schubert, Mendelssohn, Schumann, Chopin and Brahms.

Mortensen pays Utah tribute

EARL A. R. MORTENSEN paid tribute to Utah's early beauty in the story of Peter Wimmer, a little known incident in its history.

One only knows history in the better scene of what was happening in the middle 1800's to Utah and the Mormons. Dr. Mortensen

PROCEEDED to paint how Lansford Hastings instrumental in persuading Bryant, Harlan Young, and other freed parties to come to the Donner

helping listeners to understand the better scene of what was happening in the middle 1800's to Utah and the Mormons. Dr. Mortensen

challenge to the present in his family who were living in California at the time gold was discovered.

SAID that it was prob-

ably Isaac, Peter's son, who was among the very first to actually have the gold discovered at Sutter's Mill.

In stressing Utah's beauty, the story of a Swiss emigrant traveling through Utah in 1846 was told. The beauty and inviting majesty of the country made the Swiss traveler want to settle here but he didn't for the lack of at least one other family in the Salt Lake Valley.

WILLIAM CLAYTON said the objection to Utah's beauty was its lack of timber, read Dr. Mortensen from Clayton's journal.

After reading the account of Utah's first July 24 celebration in 1849, Dr. Mortensen left this challenge to his listeners: "You are not worthy of the present and don't deserve the future if you are insensitive to the events of the past."

BRIGHAM YOUNG UNIVERSITY

CELEBRATE 50TH ANNIVERSARY

Vol. 13, No. 169

Wednesday, July 26 1961

Provo, Utah

Robinson, tenor to sing Thursday



Richard Robinson, tenor from Los Angeles, Calif., will present concerts July 26 at 7:30 p.m. and July 27 at 10 a.m. and 8 p.m.

RICHARD ROBINSON, tenor, will sing at Thursday's assembly in the Joseph Smith Auditorium.

Mr. Robinson has appeared as guest soloist under the direction of Igor Stravinsky with the New York Philharmonic Orchestra at Carnegie Hall and has performed in Europe.

HE HAS sung with the Los Angeles Philharmonic Orchestra on numerous occasions, and with the Hollywood Bowl Symphony. He was twice soloist with Katherine Hilgenberg and Donald Gramm in Berlin "Romeo and Juliet" in Hollywood Bowl. Immediately preceding his engagement at Brigham Young University.

In 1956 Mr. Robinson was the second place winner in the national finals of the National Federation of Music Clubs biennial auditions.

HIS PROGRAM will begin with "Say, Love, If Ever Thou Didst Find" and "In the Darkness Let Me Dwell" by John Dowland. This was followed with selections by Handel, Faure, and Respighi. Four numbers by Copland will conclude the program.

Tonight Mr. Robinson will also present a concert at 8:35 p.m. in the Joseph Smith Auditorium. He will open with numbers from Wolf and Schubert. HE WILL conclude the night's program with "I Know My Love" and "She Moved Thro' the Fair" arranged by Herbert Hughes and two songs by Peter Warlock.

Taylor defines Berlin crisis

THE PROBLEM OF BERLIN extends beyond World War II. In Nov. 1943, Churchill, Stalin, and Roosevelt met at Tehran to find a solution to the German problem, when the fighting ended. Stalin said the Germans must be held down or they would rise again in a few years to become a great military power and threat to world peace, said Stan Taylor, visiting instructor and graduate student in the Fletcher School of International Relations.

ROOSEVELT AGREED in theory with this. He felt that Germany should be divided, but only temporarily, as a means of curbing her rise as a military threat, Taylor continued.

In the next two years, many conferences were held to determine just how this division would take place, and how re-unification would take place. The most famous of these conferences, Potsdam and Yalta, agreed that Germany would be divided into four occupation zones: French, Russian, English and American.

EVENTUALLY the western countries united and gave West Germany free rule. Russia viewed this as a threat to their rule of East Germany, Mr. Taylor said.

Berlin was much discussed during these conferences, and it was decided that Berlin would be placed in the Russian zone. Free access was guaranteed by Russia to the western sector of Berlin.

AS THE WEST united its efforts in both West Berlin and West Germany, Russia took steps to drive the West out of Berlin. The 1948 West Berlin blockade was established, the 1950 ultimatum was issued to get out of Berlin, and now on June 15, 1961 Russia said she would sign a peace treaty with East Germany by the end of 1961 if the West did not pull out of Berlin, Mr. Taylor concluded.

Moffitt accepts offer to write in library series

Dr. John C. Moffitt of Provo has accepted an invitation to write for the Library of Education. His topic will be "In-Service Education for Teacher Professional Improvement."

THE LIBRARY of Education is being published by the Center for Applied Research in Education, headed by G. Richard Gottschalk and financed by Prentice-Hall, Inc., Englewood Cliffs, New Jersey. The volumes in the Library will treat education and its present trends as a dynamic institution in American society. At the present time, it is planned to have 75 volumes in the Library.

DR. MOFFITT, who received his B.S. and M.S. degrees at Brigham Young University, was graduated from the University of Chicago with a Ph.D. He is a member of Phi Delta Kappa, American Association of School Administrators, National Education Association, and the National Society for the Study of Education. He is a past president of the Chamber of Commerce, past president and District Governor of the Rotary Club.

He is married and lives with his family at 490 North 200 East in Provo.

Vice president goes to confab of administrators

DR. EARL C. CROCKETT, academic vice president, will attend a four day institute for university administrators on studies of college faculty July 31-Aug. 4 at the University of California.

The institute will deal with research on problems of motivation, recruitment, and morale of faculty and also with studies of teaching load, faculty evaluation, and faculty participation in university administration.

PTA scores films

For the past several years these have been criticism from many sources about the quality of the movies that are being produced in Hollywood today. People are asking the question, "Why does somebody do something about making Hollywood produce better ones?"

THE PTA OFFICERS in Provo are trying to do something. Last fall they talked to the theatre managers in Provo and asked them why better movies are not produced and ordered for showing to the public.

The managers reply was that most all age groups view a movie. As a business it must make money, and Hollywood was producing the types of movies that were making money. As a result, the managers said, the same type of movies would be produced until the public stops patronizing them.

THE PTA has worked out an arrangement with the managers of the theatres in Provo to state the movies that come to town and tell the public what their evaluation is. A group of five people representing all age groups view the movie during its first showing at the theatre.

IF THE MOVIE is approved, a star of approval is placed on the advertising poster at the theatre, an announcement is made over radio station KEYB and also in the Provo Herald. The type of movie and also the age groups for which the movie is approved is also stated.

If the movie is not approved, nothing is said publicly and no star of approval is displayed at the theatre.

If you are in the Bottom of the Sea" has been approved as one of the better science fiction movies for all ages above eight.

The

EDITOR'S DESK

Everyday there comes to the editor's desk a great volume of material from this nation, as the editors will be pleased to contribute of course color and content.

The following article is the eighth in a series by Dr. Edwin Reed, director of the Brigham Young University Laboratory School, dealing with the manner in which students learn general concepts.

DIRECTING STUDENTS
IN ACQUIRING GENERALIZATIONS

Part VIII

Summary

This paper has been dedicated to the problem of how to direct students in the acquisition of generalizations. A generalization has been defined, for the purpose of this discussion, as an inductive inference describing the relationship among two or more concepts. Examples of several types of generalizations from various school subjects were given. Among these were examples of principles, laws, rules, definitions, and notions.

On the assumption that efficient and effective teaching of generalizations requires first an understanding of the mental processes involved in their formulation, considerable space was given to a discussion of this matter. Two ways of generalization formulation were recognized.

1. Systematic inference: a two-movement process involving induction and deduction. The first of these two movements is a discovery process in which the mind seeks for relationships among certain particulars which are common to a number of situations or cases. The idea, or inference thus developed is then tested in the second or deductive movement as it is applied to the particulars of similar, yet different, situations. If its applicability is found to be universal, or at least general, it is accepted as a valid generalization.

2. Deduction from other generalizations. This advanced mental process involves the application of acquired generalizations to new situations in order to develop new generalizations. The process is facilitated by a careful and clear definition of the problem or the new situation which is presenting thought.

It was further stated that generalizations could be learned or acquired in a disjunctive manner (formulated in still another way) by deductively testing and applying the generalization to be learned in a number of situations. Emphasis was given to the motivational value of first learning of the principle, law, rule, etc. against a background of the concepts, phenomena, or situations which originally gave rise to the generalization under study.

The methodical and curricular implications of the discussion might be summarized as follows:

1. Mature students will formulate generalizations with greater ease and accuracy if they understand the thought processes involved and use them cautiously and deliberately.
2. Mature students should understand the meaning of the several kinds of generalizations—principles, rules, laws, etc.—so that they will know what to develop or what they have developed, and so they will be familiar with the correct form for the verbalization of each.
3. Since a generalized concept is cognizance of the relationship among several concepts students cannot be expected to acquire them unless they have related conceptual background.

4. The curriculum must outline, in sequential, systematic fashion, the concepts (specific and generalized) to be learned. Concepts taught in this organized manner will provide students with the background of understandings which are prerequisite to the acquisition of other concepts.

5. The teachers must decide which of the three ways of acquiring ideas or meanings should be encouraged for each generalization.

6. If he would have his students discover or develop the principle, rule, law, etc., by the process of systematic inferences he must:

- (1) plan learner experiences in which the particulars and specific concepts involved in the generalization occur in several situations.
- (2) direct the observation of his students to these particulars, ignoring as much as possible irrelevant elements.
- (3) direct his students to systematically and cautiously seek relationships among the common elements in each situation.
- (4) require that the inference or guess be tested for applicability in similar, discrete situations.
- (5) assist the learner in the acceptable verbalization of the developed generalization.
7. If he chooses to have the learner formulate the generalization by deduction from other generalizations he must:

- (1) make certain that his students possess the prerequisite and related concepts (specific and generalized).
- (2) assist the learner in formulating the question, problem, or particulars of the case about which he is to develop the generalization.

8. If he would have his student acquire the generalization deductively through the process of testing it to the particulars of a number of similar situations he must:
 - (1) introduce the law, definition, proposition, etc., against a background of the conditions which created the need for its original formulation.
 - (2) provide opportunities for the learner to test and apply the generalization in a number of situations so that he can personally test the extent of its applicability.
 - (3) and finally, to provide opportunities to use this now-accepted idea.

BYU alum visits the son of Adolf Eichmann

by Larry Day

Did you know that Adolf Eichmann's son wears a U. S. Army uniform around the house? I didn't know it until a friend and I went to visit the Eichmanns at their home in a little town near Buenos Aires, Argentina.

To me Adolf Eichmann was just a name in the news, a man whose wife was staying in Israel. But as a flesh and blood, worried-about-his-bald-spot human being he didn't seem so far off until I met his sons and saw his house. He traveled miles to work and back every day. He sat in his bath robe and read the Sunday paper. He played soccer with the neighborhood boys.

WE HAPPENED to go to Eichmann's house on a sort of spur of the moment impulse. When the trial started a couple of months ago I bought a copy of *Life* and it had a picture of Adolf Eichmann. It carried a picture of a house it said was Eichmann's in a town 22 miles outside Buenos Aires. One morning after a French class we went down to Retro station and took a train.

IF THEY MOVED away, they didn't say here because they are back now. Eichmann's wife and at least two of his sons—living in the same house, working in the same office, and the wife reading about the trial in the newspaper.

You have to take a bus from town out to where they live. You take the bus, get out at a white "collective" and tell the driver to let you off "en la casa de Eichmann."

The house is white stucco with green trim. It sits in the middle of a large vacant lot. There is a slanting fence around it. Behind the fence, just inside the house, there are flower beds. In the front yard there was a motorcycle and a motor scooter.

We stood outside the front gate and clapped. In Argentina you don't walk into someone's yard without. You stand outside and clap until someone comes.

The younger boy came first out of a side door toward the back of the house.

WE WALKED along the fence down to the side door where there was a small patio. Just as we arrived the older boy came out and stood beside the younger. I started talking fast, hoping they wouldn't tell us to leave. I explained that we were American students studying on scholarships and had come out to "chat" a while. "Lots of people have come to chat," said the older son, "when they get away from here they tell in very different stories." He spoke Spanish with a native Argentine accent.

"We don't want to intrude," I said, "We just wanted to know where your father lived. We didn't know that you were still here."

"We're here," he said calmly. IT WAS THEN that we noticed the U. S. Army patch and the grade first class stripe on his sleeve. It seemed very ironic. Adolf Eichmann's son wearing a khaki shirt with a U. S. Third Army spearhead patch on the sleeve. The rest of his clothing was

also military. Khaki trousers tucked into the tops of a pair of well-worn combat boots.

MY FRIEND asked him where he got the uniform. He said it was the uniform of U. S. Army occupation forces in Germany, but wouldn't elaborate.

We kept trying to keep the conversation moving, keeping questions popping so that they wouldn't tell us to go.

"How old are you?"

"Twenty-two."

"And your brother?"

"Twenty."

"Is your mother here?"

"She's here."

"What's your first name?"

AT THAT POINT the younger brother, who had been standing close by, said something in German. The older one replied, "no, no, no" in Spanish. The younger brother seemed nervous about us, the older seemed to like it.

"What about the trial and all. What do you feel about everything that has happened?"

"I will only say this," he said. "When all the evidence is brought to light—if they let it come to light they will be sorry they have caused all this. No, I am not guilty."

"How have you been treated since this has all happened?"

"I asked, changing my mood carefully. "Have you had any trouble with the people around here now?"

"On the contrary, the people have been more sympathetic than ever. This is more than enough to count the times anyone has said my name to me."

"What's he not guilty?"

"He's not guilty."

"What do you do for a living?"

"I was flying crop-dusters in Tucuman before this happened, but I don't fly now. I don't want to be up in the air some time and find my cables cut."

"WHERE did you learn to fly?"

"I went to the United States. I lived in New York on Park

Avenue. I was paid for the expenses. I learned to fly well. They have some very good planes there. All they have here are Piper Cubs and around flying circles. They aren't safe."

"How did you get to the states?"

"Under an assumed name of course. I went with a group of other students."

"Something like a scholarship like us, perhaps, or with a group of other students?"

"Not like you," he said. "No it was very different."

"What kind of a younger brother stated talking German again. He seemed pretty nervous. From inside the house a woman's voice shouted something in German."

We changed the subject quickly and asked what the younger brother did.

"He works around here."

"In construction?" I asked, noting that the younger brother was wearing blue jeans and a heavy blue sweat shirt.

"Something like that."

"Do YOU speak English?" my companion asked in English.

"I speak English, German, Italian and Portuguese," he replied in English.

"What are you going to do after everything is over?"

"I have no plan. I will take the plane that belongs to me, that I won't fly those commercial planes. They are like flying on a highway in the sky."

"You like something more exciting?"

"Yes."

There was a pause. We had run out of questions.

"You better go now," he said. "We have work to do."

WE WERE standing out on the road waiting for the bus when the younger brother left the yard on his motor scooter. The older brother had gone inside. I took a picture of the house. As I was putting my camera away I looked back. Behind the screen in the doorway a round object. Someone was taking our picture.

ACADEMY

NOW SHOWING
Limited EngagementWalt Disney's Summertime Spectacular!
IN COLOR"NIKKI" WILD DOG
OF THE "NORTH"

At 1:15 - 2:40 - 3:55 - 7:10 - 9:30 Kids' Pic

THAT'S A FACT

Profit Sharing

Get 20% of U.S. Savings Bonds
REVENUE ACCORDING TO \$800
IN MILLION NEW CASH IN AN
ANNUAL DRAWING 25% AC-
CUMULATED TO THE COMPLEX OF
PROFIT-SHARING INVESTMENTS
A-CUMULATED

Accomplishments!

DISCOUNTED GENERALIZED SAVINGS
BONDS, THE U.S. SAVINGS
BOND, FOR FULLY AVAILABLE
FROM AN INVESTMENT IN DIS-
COUNTED SAVINGS BONDS, 1963-1964

Author! Author!

5-STAR HILARY SCOTT ANNOUNCED TO
RESERVE IDENTITY AS AUTHOR OF
THE WORLD FAMOUS "UNIVERSITY
MOVIES" REQUEST FOR
18 PAGES

20th

ANNIVERSARY

1943-1963

Salute To Industry!

20th ANNIVERSARY AT THE U.S. SAVINGS BOND
IS OBSERVING ITS 20th ANNIVERSARY, EVERY HUNDRED DOLLARS
AMERICAN SAVINGS BONDS IS A MILLION DOLLARS OF AMERICAN
SAVINGS BONDS THROUGH PROGRESS SAVINGS PLAN ACCOUNTS

Ideas For Fun
Time

Edna
Berkley
Mistress Golf
Prove Mistress Golf

Reveling
Royal Renaissance Center
Revelance

Edna
Berkley
Mistress Golf
Prove Mistress Golf

Reveling
Royal Renaissance Center
Revelance

Edna
Berkley
Mistress Golf
Prove Mistress Golf

Reveling
Royal Renaissance Center
Revelance

SUMMER FASHIONS

With summer's soaring temperatures and relaxed atmosphere comes a desire to go Bohemian. Model Evalyn Peace has solved this problem.

These clothes represent the the becoming and acceptable styles of summer attire.

An evening of fun is the goal of Miss Peace (top left). Her dress with becoming lines and a sophisticated touch will grace her as she takes in an opera or dining and dancing.

Ideal for tubing down Provo River, or basking on the shores of Utah Lake is this gracefully lined bathing suit (top right). Complete with large bath towel, Miss Peace is ready for summer swim and dunk fun.

The dress modeled by Miss Peace (middle left), is perfect for decking the halls of the McKay Building or casually strolling across campus and pecking through a gossamer web or material, she looks out at the world in a delightful scarf (middle).

Canyon Party? Mellon-massacre? or the bicycle hike, our

model is set for an informal afternoon in her bermuda shorts and blouse outfit.

The chic hat (bottom left) will protect Miss Peace from the sun's nasty rays and add a touch of glamor to an afternoon of picnicking and games.

For perfect formal wear, the

dress (bottom right) is designed for simplicity and elegance, and to give any girl an air of grace and poise.

The clothes worn by Miss Peace, through the courtesy of Clark's for Her, 245 N. University Ave., and photographed by Gary Hopkinson, are a welcome addition to any girl's wardrobe.



